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ABSTRACT

Conducted to evaluate user perceptions of library effectiveness and to obtain further information about user expectations and requirements, this study was used to identify gaps in total library service. A self-administered questionnaire was distributed to a random sample of students entering Drake Memorial Library during a seven day period, while another questionnaire was mailed to Brockport faculty members. Over 83 percent of the 612 students responding frequented the library at least once per week, 70 percent reported that they usually located what they were looking for, and freshmen were found to utilize services less than upperclassmen. Of the responding faculty, 52 percent visited the library once per week or more; a large percentage used the library most frequently for scanning periodicals, consulting reference tools, and checking out material for research or courses; 82.5 percent reported having little trouble locating materials; and 77 percent claimed to teach courses requiring students to use the library. Appendices contain sample questionnaires and a detailed breakdown of the data gathered. (FM)

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DRAKE MEMORIAL LIBRARY
State University of New York, College at Brockport

Student and Faculty Use Survey: Final Report

Prepared by Bonnie Gratch
Chairperson, Library Evaluation Committee

August 1980

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This final report represents the culmination of a great many people's efforts: the Library Evaluation Committee members*; faculty consultants Martin Lindauer, Fred Halley, Pat Taylor, and Larry Humm; and the invaluable assistance provided by a senior student Janet Heinsler, who prepared the codebooks, helped coordinate the implementation of the survey, and carried out the data analysis for a directed study course under the supervision of Fred Halley. In fact, all of the observations made in this final report and tables located in the Appendix that are based on cross tabulations of variables are taken from Ms. Heinsler's research paper for her course. Without her data analysis, this final report would not be nearly as comprehensive.

* Meredith Butler, Raj Madan, Bill Sarvey, Carolyn McBride, Alyce Lampen, Michael LaSorte (Sociology Department), and student member Diane Cesta.

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Chapter I: Background

Internal data routinely collected by library staff, as well as the overall impression held by staff, have generally reflected an effective level of service at Drake Memorial LIbrary, State University of New York, College at Brockport. A 1978 survey of campus life conducted by another office on campus confirmed the impression held by staff that general library performance was judged effective by library users.* However, since no comprehensive survey of user opinion had ever been undertaken by the library staff, the head of public services set up a planning committee near the end of 1978 to address this need.

The planning committee composed of staff representative of all library functional units, one classroom teaching faculty from the Sociology department, and a student member met weekly from January to May 1979 to identify objectives, an evaluation methodology, a survey design, and to review and modify the content of questionnaires used in other college library use surveys. Agreement about objectives was a difficult and time-consuming process. A consensus was finally reached that the evaluation would assess user opinion about all major library services in a general way. The committee decided that if significant problems surfaced as a result of this survey, follow-up techniques would be used to provide more specific data about particular aspects of service areas.

The primary objective was to evaluate user perception of library effectiveness and to obtain further information about user expectations and requirements. The ultimate objective was to identify legitimate gaps or lacks in total library service, with the idea of responding to legitimate lacks/gaps by planning for and implementing needed improvements.

The committee decided rather early in the planning process to limit the student survey population to students entering the library. This decision was made for two reasons: obtaining permission to administer the questionnaire in a sample of class-

*25.2% of the resident student population rated the library "excellent" and 52.9% rated it "good"; 14.9% rated it "fair"; 4.7% "poor"; and 1.2% had no opinion.

rooms required intermediary administrative channels, which would have delayed the process and might have weakened the overall control; and some committee members felt that for a first effort, we needed to be assured of getting a large enough response rate from library users.

Other decisions made by the committee included: faculty and non-teaching professional staff would be surveyed as a total population by means of a separately developed mail questionnaire; and questions pertaining to use of the card catalog would be minimally represented in both questionnaires, since a study by another library committee dedicated to card catalog use was to take place during the same time period.

Chapter II: Methodology

Questionnaire Development

The resulting research design consisted of a self-administered questionnaire distributed to a random, systematic sample of students entering the library during the "typical week" of November 5-11, 1979 and a mail questionnaire to all teaching and non-teaching professionals. The first draft of the student and faculty/NTP questionnaires was largely developed by borrowing suitable questions from other library surveys and adapting them to our needs. The first draft of the student questionnaire was reviewed by committee members, and the resulting revised questionnaire was then evaluated by three faculty members in the social sciences. After five revisions, the draft was reviewed by other members of the library staff. The questionnaire was then pre-tested in late July 1979 to 30 student library users. The final draft was submitted to the campus Print Shop in August. The faculty questionnaire followed a similar process, but was pre-tested by only 8 faculty/NTP members.

Sampling Design

The random, systematic sample for the student survey was chosen in consultation

with a member of the sociology department. Based on figures obtained from an existing count of persons entering the library for the equivalent week in November 1978, an estimated population of library users was calculated.* After adjusting for the number of non-student library users included in this figure, it was estimated that it would be necessary to administer the questionnaire to every twentieth student to obtain the desired sample size of 500. In practice this procedure yielded 610 usable questionnaires.

Implementation of the Survey

Implementation plans were carefully formulated so that a good response rate could be assured. Student survey workers were recruited and trained to sit at a table and distribute the questionnaires to every twentieth student during all hours the library was open for the week of November 5-11th. Training of the student workers was shared by the committee chairperson and the senior sociology student who was assigned to carry out the data analysis for a directed study course.

The response was excellent. Practically every student asked to complete the questionnaire did so willingly; in fact, many students wanted to volunteer to fill one out. Seven hundred and five were distributed and 612 were returned for a response rate of 87%. Five hundred and eighty five questionnaires with a cover letter explaining the survey's purpose were mailed out to all teaching faculty and most non-teaching professional staff in mid November 1979. Instructions specified to mail back the completed questionnaire within two weeks. Unfortunately, lack of staff time precluded follow-up reminders, so that only 174 classroom faculty and 6 NTP's returned the completed questionnaire. Including only the classroom teaching faculty,** the response rate was 38.7%.

Data Analysis

The questionnaires were developed for computer-based data analysis. The senior student prepared the codebooks, trained and supervised the student survey

* The figure was obtained from the automatic counter that tallies all persons entering the turnstile.
**NTP response was too small.

workers responsible for coding both questionnaires.* She also planned and carried out a quality control procedure to ascertain the accuracy of the coders. The coded data were processed using the Statistical Package for the Social Sciences (SPSS), particularly the frequencies and cross-tabulations options.

Several indices for the student survey were developed by the student research assistant responsible for data analysis so that refined cross tabulations could be accomplished. They are:

1. The library facility use score (LFU) which represents the amount of usage of eleven library facilities/services, both in terms of the number of services utilized and the frequency of use. This procedure yielded LFU scores ranging from 0 to 44 with a mean score of 13.1. For purposes of contingency analysis these scores were catagorized by high (16 through 44), medium (10 through 15), and low (0 through 9). This index was subjected to item analysis to assess the reliability of the individual items. All the items had corrected item total correlations of .40 or better.

2. The library instruction index (LII) which represents a measure of formal instruction respondents have received in the use of Drake Library.

3. The difficulty in library use score (DLU) which represents the degree of difficulty experienced by respondents while trying to use specific library services and facilities. Evaluations were weighted by both degree of difficulty reported as well as the number of resources one attempted to use. A total difficulty score was computed for each student based on the total number of services they reported using. Using this method DLU scores were obtained ranging from 0 to 15 with a mean score of 2.1. For purposes of contingency analysis scores were catagorized

* We considered a questionnaire designed for respondents to record their answers on separate optical scanning sheets. Although this procedure would have saved us the time and expense that our coding the responses required, we felt that response rate would be greater and more accurate by allowing responses to be made on the questionnai itself.

**Since the response rate was so low for the faculty survey, only frequencies were generated using SPSS. Cross tabulations were manually accomplished.

by little or no difficulty and some difficulty. When the items used to construct the DLU index were subjected to item analysis, each item received a corrected item total correlation of .30 or better.

Chapter III: Findings--Student Questionnaire

Since data were collected and analyzed for two groups -- students and faculty -- the findings are reported separately. The questionnaires and all tables are located in the Appendix.

Who Are The Library Users?

Analysis of the frequencies data reveals that 56% of the student sample are upper division students and 35.2% lower division -- percentages that are disproportionate to the total college enrollment for fall 1979, in which lower division students outnumber upper division ones. The overwhelming majority are full-time students who live on campus or within 4 miles of the village of Brockport. Fifty one percent live in the dorms. Nearly as many are employed as not employed. Although business administration/economics and physical education/recreation are the majors designated by a proportionately greater number of students, the social professions as an aggregate, followed by the social sciences are the divisions whose majors were most heavily represented in the sample.

Two percentage distributions were calculated reflecting the percentage of respondents in the survey by major and the percentage of the total student population by major. (Table 1) Since the survey week was assumed to be a typical week of library use and the sample was designed to be representative, comparing the percentage differences reveals that the respondents more highly represented in relation to a declared major are the business students. However, it is not known if a particular library assignment for the business students necessitated their using the library that week. Comparing these two percentage distributions does indicate, however, a general relationship between college major and library use.

What They Use and How Often

(Questions #1 and #8 -21)

Quite surprising is the finding that 83.2% of all respondents marked that they come to the library about once a week or more frequently. Since the sample was drawn to be representative of all student library users, it is quite useful to know that so many come to the library that frequently. It is quite possible, however, that the response may be positively influenced by the survey location -- i.e., in the library.

Although only 50 respondents indicated they seldom use the library or "this is my first time" between 80 to 87 responded to the follow-up question asking the reasons for their infrequent use. The two most common reasons marked are "my courses don't require much library use" and "it's not conducive to quiet study."

Students living on campus use the library more frequently than those living off campus. Of the respondents living on campus 71.7% use it almost daily or several times a week; while 65.5% respondents living off campus but within a four mile vacinity reported the same frequency of use.

It was expected that students would become more frequent users as they progressed in their academic careers. Contrary to what was expected there is little difference in the frequency of use among the groupings. Nearly two-thirds of the respondents in all the classes reported using the library almost daily or several times a week. The seniors have the highest percentage (71.3%) reporting almost daily use or several times a week, however,

Most respondents indicated use of more than one of the fourteen possible items listed. (Table 2). In rank order by the percentage who responded that they used the service/facility several times a month or more often, we find the following: 1. "study my own books or notes" (81.7%); 2. "use reference material (encyclopedias, indexes, etc.)" (67.4%); 3. check out material for class assignments or research (57%); 4. "use material placed on reserve" (53.6%). The services/

facilities that are infrequently used (i.e. "seldom" or "never" are: 1. interlibrary loan (96.1% marked "seldom" or "never"); 2. government documents (82.4% marked "seldom" or "never"); 3. typewriters (79.8%); 4. audio/visual materials (78.8%); and check out leisure reading material (77.2%).

The Library Facility Use Index (LFU) was designed to measure the amount of usage of the various library facilities and services both in terms of the number used and the frequency. This score was examined in relationship to the residence of respondents, their year in school, and their academic major. It was found that the group having the highest percentage of respondents with high LFU scores are those students living off campus but within 4 miles of Brockport. The respondents living on campus have the highest percentage of students with a low LFU score. (Table 3)

Examining respondents' LFU score in relation to their year in school reveals a significant positive relationship between the two. As students proceed in their academic career, the number of facilities and services they utilized also increases. The graduate students have the highest percentage (58.5%) with a high LFU score. The Seniors follow with 52.4% showing a high LFU score, followed by the juniors (38.1%), the sophomores (29.5%), and finally the freshmen with only 21.3% showing high LFU scores. As might be expected, the freshmen have the highest percent of respondents with a low LFU score (46.8%). (Table 4)

This information in conjunction with how often students enter the library suggests that although the frequency with which freshmen, sophomores, juniors, seniors and graduate students enter the library is not significantly different, what they are utilizing or doing at the library does differ significantly. Is it probable that the freshmen, who are entering the library as frequently as any of the other groups, are primarily the ones reflected in the high percentage of respondents who marked almost daily use of the library to "study my own books or notes"? Considering that they are required to live on campus where quiet dorms are difficult to find, and the on-campus respondents have the highest percentage

of students with low LFU scores, the probability is great that they represent the majority of those respondents who study their own material in the library on a very frequent basis.

Comparing the LFU score to respondents' academic major that was catagorized by the six divisions used on campus resulted in no significant relationship at the .05 level. (Table 5). This implies that the respondents' library facility use (LFU score) is not dependent on their major as categorized into broader subject groupings. The area with the highest percentage of students with high LFU scores is the social sciences (58.6%) and the one with the highest percentage of low LFU scores is the performing arts (54.2%). While these two areas present a striking difference, there is little difference among the others.

Awareness of Services/Facilities and Degree of Difficulty in Using Them

(Questions 33-43)
(Table 6)

Of the eleven services/facilities listed on the questionnaire, government documents, reference, and microform materials received proportionately greater percentages of the responses "somewhat difficult" or "difficult". Also, government documents and microform materials received proportionately greater percentages of the responses "aware of but haven't used" and "unaware of." Particularly noteworthy is the relatively large percentage of respondents who were not aware of the circulati printout (35.4%) and the serials printout (34.7%).

Correlating the degree of difficulty experienced using the various facilities and services with respondents' status, their majors, the amount of library instructio and their LFU revealed some interesting observations.

The amount of difficulty a student had was catagorized into two categories, little and none or some difficulty. When looking at respondents' status and the amount of difficulty experienced, there is no significant relationship at the .05 level. Whether one was a freshman or graduate student makes statistically little

significant difference in the amount of difficulty reported. (Table 7)

(Questions 24-30)

The second variable the DLU was correlated to was the academic major of respondents. This relationship is also not significant at the .05 level. (Table 8)

It was hoped that the more library instruction a respondent had received the less difficulty he/she would have in using the facilities and services. This was found to be the case.

Sixty-four percent of the sample indicated they had some type of instruction either from library staff or a teacher/advisor in the use of the library since beginning at Brockport. (Table 9). Of this proportion the three types of instruction experienced by a proportionately greater number of respondents are "explanation by library staff at a service area" (62.1%); "assistance/guidance from a teacher/advisor" (64.3%) and "class in which librarian explained use of materials" (54.6%). The more instruction a respondent reported (a high library instruction index [LII]) the lower is the DLU. A Pearson product-moment correlation was computed for the DLU and the LII which yielded a coefficient of -0.32. This moderate relationship of library instruction and use supports the hypothesis that library instruction is useful.

Of the seven types of library instruction listed on the questionnaire, a percentage range of 57.4% (for a library prepared workbook/worksheet) to 77.0% (for explanation by librarian at service area) rated the types of instruction as "very useful" or "useful".

A Pearson product-moment correlation was also computed between the LFU (the number of facilities and services a respondent used) and the DLU. One might expect that the more services a respondent tried to use the more difficulty he/she would experience. The coefficient of .27, indicating a small positive correlation, confirmed this hypothesis.

General Experiences Looking For and Using Library Services/Facilities

(Questions 31-32)

Seventy percent of the respondents indicated that they were usually able to find what they were looking for in the library. Of the 27.1% who reported "sometimes able to find what I am looking for" and the 3.2% who reported "rarely able to find..." the most frequently cited problems that were written in include: "can't find materials on the shelves" (51 responses); "books frequently not on shelf" (23); materials misplaced (13); "hard to find periodicals" (13); and "card catalog confusing" (7).

(Questions 52-58)

Seventy-five percent of the sample indicated that when they needed assistance they considered two minutes or less to be a reasonable amount of time to wait at a service desk. At the six service desks listed 84% and higher marked usually able to get assistance within two minutes. (Table 10A)

(Questions 44-51)

When asked to evaluate the courtesy of the staff at particular areas of the library, the range is 78% who marked excellent or good for interlibrary loan service to 90% who marked excellent or good for reference service. (Table 10B)

Opinions About Potential Improvements

(Questions 59-68)

Nine alternatives for improving library service were listed on the questionnaire. Of these, the two marked first and second in importance by 77% and 67% respectively are "increase the library's hours" and "make a separate quiet study area." The three most frequently made write-in comments suggesting improvements are: 1. variations on the theme of "too noisy" or "enforce quiet in the library" (57); 2. "extend hours" (40); and 3. "get vending machines for coffee or soda." (21) (Table 11)

Conclusions

In summarizing the major observations, 83.2% of the respondents come to the library once a week or more frequently. Those respondents who live farther away

from campus used the library less frequently than those living on campus or close to campus. However, when looking at respondent status, there is found to be no significant correlation with how frequently they come to the library. Freshmen, sophomores, juniors, and seniors all average approximately 66.6% in their frequency of use of the library. Yet when looking at LFU scores (Library Facilty Use) by status, it is found the freshmen have an average LFU score much lower than seniors. Thus, while freshmen come to the library as often as the other groups, they are not utilizing as many of the services and facilities. They most probably come to get away from noisy dorms and use the library for study purposes.

In terms of difficulty using the library, there is no category that had more difficulty than any other category, except that lower DLU scores are found for those who had more library instruction. In general the amount of difficulty reported was little.

The overall impression created by the responses to the student questionnaire indicates highly favorable student attitude about library services, facilities, and staff. Much useful information has been provided that both confirms what was felt and also can stimulate further inquiry. For instance, although 70% reported they are usually able to find what they are looking for, it would be useful to study in more detail what specific problems the 30% are having who marked sometimes able or rarely able to find what they're looking for. Or specific service areas, such as the three areas that had the highest percentage of respondents marking "somewhat difficult" or "difficult to use",* might want to study more closely the particular problems encountered in using the facilities or materials in that area. And certainly more in-depth evaluation of types of library instruction related to specific attitudinal or learning objectives would be useful.

*Government documents, reference, and microform materials.

Chapter IV: Findings -- Faculty Questionnaire

Who They Are

Although the response rate (38.7%) is not sufficiently large nor representative to be able to generalize the findings to the population, useful observations can be made.

When looking at respondents' departmental affiliation grouped by the six divisions used on this campus, response rate ranges from 25% for the Faculty of Fine Arts and for the Faculty of Physical Education and Recreation to 48% for the Faculty of the Social Sciences.* The Faculty of the Humanities has the second highest percentage (42%) of respondents followed by the Natural and Mathematical Sciences (40%) and the Faculty of the Social Professions (30%).

What They Use and How Often

Fifty two percent of the respondents marked that they come to the library about once a week or more frequently. Combined with those who check "several times a month", the percentage is 78.7%. Of the 40 respondents (22.1%) who responded "seldom" or "never", the two major reasons for not using the library are "My work doesn't require much library work" and "I don't have enough time to use the library."

When respondents' frequency of use is grouped by their campus divisional areas, respondents in the Faculty of the Social Sciences represent the greatest percentage of users who come to the library several times a month or more frequently. Respondents in the Social Professions and the Natural and Mathematical Sciences have the next greatest percentages using the library on such a frequent basis.

(Questions 8-18)
(Table 12)

Of the ten possible services/facilities on the questionnaire, the three that are used by the greatest proportion of respondents several times a month or more frequently are: materials for courses/research (69.4%); periodicals (65%); and reference materials (62.5%). Six respondents wrote-in that they use the library

*Percentages calculated from the total number of full and part-time teaching faculty for Fall 1979.

once a semester to place material on reserve for their classes. I suspect that had "placing material on reserve" been one of the possible choices, more respondents would have indicated this use of the library. It was an unfortunate oversight to have omitted it from the questionnaire.

Five services/facilities were marked by 70% or more of the respondents that they were seldom or never used. These are: use library to study own books/notes (84.5%); check out leisure reading material (81%); use government documents (77.8%); use interlibrary loan (75.6%); and use A/V materials (71.5%).

Correlating what services/facilities were used with the divisional area of the respondents reveals a similar pattern. Although the ranking varies among the faculties as to which service was used by the greatest percentage of respondents on a frequent basis, use of periodicals, reference materials and checking out material for research or courses are consistently the three most commonly reported reasons for using the library. Use of the photocopy machines and getting assistance from librarians are other reasons marked by a substantial number of respondents in the Fine Arts and Social Sciences.

Respondents were also grouped by the response to question #1 into three groups: heavy users (those who marked they come to the library "almost daily", "several times a week", or "about once a week"); moderate users ("several times a month"); and infrequent users ("seldom" or "never"). The heavy and moderate users follow the same pattern as already observed for all respondents and respondents grouped by faculties; that is, use of periodicals, reference material, and borrowing material for courses or research are the most commonly provided reasons for using the library several times a month or more frequently. Interestingly, a greater percentage of the infrequent users reported using the photocopier as the main reason for library use.

General Experiences Looking For And Using Library Facilities/Services

(Questions 19-40)
(Table 13)

Responses to the question asking faculty to indicate the specific resources for which they've experienced problems using, resulted in the government documents and periodicals areas receiving the greatest percentage of affirmative responses. Problems using the top floor circulating collection were reported by the second largest percentage of users. The respondents who wrote in specific problems they'd experienced in the aforementioned areas consistently commented about the difficulty searching for and finding desired items. Regarding problems using the periodicals area, six respondents commented on the unavailability of desired items due to vandalism ("missing pages") and "out to bindery".

(Question 57)

When asked to evaluate their general experiences in finding materials available in the library, 6.1% marked "can always find available the materials I need"; 76.4% marked "can usually find available the material I need"; 15.2% marked "can sometimes find available..."; and 2.4% marked "can rarely find available...". Overall, the overwhelming majority (82.5%) have essentially little trouble finding available desired material.

When the responses to this question are grouped by faculties, there is no significant difference among the various faculties regarding general experience finding desired materials available. However, when the grouping based on frequency of library use is examined, the infrequent users represent a slightly higher percentage (25%) of those who reported that they sometimes or rarely can find available needed materials. One could speculate that because they seldom use the library they may not be as familiar, and therefore have more trouble finding what they want, or perhaps one past experience not finding available what they needed stood out in their memories. Twenty percent of the heavy users marked "sometimes" or "rarely" can find available needed materials and only 13.3% of the moderate users reported this condition.

(Questions 49-56)
(Table 14)

Almost duplicating the response on the student questionnaire, the great majority of faculty (73.5%) consider two minutes or less to be a reasonable amount of time to wait for assistance at the service desk. Also similar to the student responses, 90% and higher of the faculty respondents marked that they were usually able to get assistance at the seven service desks listed on the questionnaire. As with the student questionnaire, only the Copy Center received a relatively high percentage (16.4%) of respondents who did not feel they usually were able to get assistance within a reasonable amount of time. I suspect that the percentage is somewhat high because of those who equated waiting in line to make copies with getting assistance.

(Questions 41-48)
(Table 15)

Faculty respondents hold a very favorable opinion regarding the courtesy of the staff. Of the eight service areas listed on the questionnaire, the percentage of respondents who marked "excellent" or "good" ranges from 89.2% for both the Current Periodicals Room and the Copy Center to a high of 97.4% for the Reference Desk.

Student Library Use and Library Instruction

Since faculty opinion regarding the value of the library for their students is so critically important in generating student use of the library, five questions were included to measure this, as well as faculty opinion about the need for library instruction.

Somewhat revealing is the observation that although the great majority of faculty and student respondents agreed with the statement: "In my department/program, the faculty, in general, encourage students to use the library", fewer of the student respondents expressed agreement. Compared to the 79.9% of the faculty respondents who agreed, 68.9% of the student respondents agreed.* One possible interpretation of this 11% difference is that perhaps some faculty do not actively encourage student library use, or, at least, make their opinion that well known.

*Ten percent of the faculty respondents and 14% of the student respondents marked "no opinion."

When responses to this question are analyzed by the six faculty groupings, the percentages for all the faculties, except the Faculty of Natural Sciences and Mathematics, are consistent with that for the total faculty response. While 10.4% of the total faculty response disagreed with the statement, 18.8% of the Natural Sciences and Mathematics faculty respondents disagreed. Another noteworthy observation results from looking at the frequency of use groupings. The responses of heavy and moderate library users are quite similar to the total faculty response, but infrequent users response is quite different. Of the 32 infrequent library users (i.e. seldom or never use the library), 65.6% agreed, 21.9% disagreed, and 12.5% had no opinion.*

Response to the question: "To what extent do you teach courses which require students to use the library?" results in 77% who marked that they regularly (every semester) teach courses requiring students to use the library; 19.1% who marked that they occasionally (once a year or less often) do this; and 3.9% who marked that they never do. In analyzing the six faculty groupings, the Fine Arts and the Social Profession have slightly higher percentages of respondents who marked "occasionally" or "never". And looking at the frequency of use groupings reveals a noteworthy 36.4% of infrequent users who marked "occasionally" and 9.1% who marked that they never teach courses requiring student use of the library.

Naturally, not every course needs to require student use of the library. Responses to the follow-up question asking those who teach courses which require little or no library use to indicate the reason(s) reveal that the most commonly marked reason is "course content adequately covered in texts, labs, and lectures." Three of the written-in responses cited the reason "restrictions on the number of copies that could be made available," and three cited reasons relating to inappropriate student attitude or behavior.**

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* Again, it must be pointed out that the faculty response rate is not large enough to be statistically representative of all faculty. So while some observations made from the survey data are interesting and noteworthy, definitive conclusions cannot be drawn. However, for those faculties that are more greatly represented in the faculty survey, the ability to generalize the findings to the total faculty concerned increases.

Just as important as active faculty encouragement of student library use is their opinion regarding the value of students learning how to use the library and their role in library instruction. Ninety-eight percent of the respondents agreed with the statement: "Teaching students how to use the library is a necessary part of their learning experience." Only 1.2% disagreed and .8% had no opinion. Analyzing responses to this statement by faculty groupings or frequency of use groupings provides nearly identical findings: less that three respondents disagreed with the statement.

(Questions 69-72)
(Table 16)

Knowing that the respondents expressed nearly unanimous agreement in favor of teaching students how to use the library, the questions addressing faculty opinion about the kind of instruction necessary and who should offer the instruction can be expected to provide insight into how this can be best accomplished.

The findings indicate that course-related library instruction, whether a single session or as a section of a research and methods class, is definitely preferred to a separate credit course on basic library skills.* Librarian/classroom instructor collaboration is the preferred choice for two of the three types of instruction included on the questionnaire.

Since respondents were limited to the three types of instruction listed, write-in comments provide additional insights. Eight respondents commented that basic library skills should be part of a general education course, and two indicated it should be part of freshman orientation. It is unfortunate that neither of these options were listed on the questionnaire, for I suspect that more respondents may have favored such suggestions. In any event, the library staff has already responded to the need for basic library skills instruction by developing a media-assisted library instruction module (two videotapes and a library workbook) that will be part of the required Communication Skills 111 and 112 classes.

* 32.1% of the respondents indicated that a separate, credit course was not necessary and 8.6% had no opinion.

Chapter V: Discussion

Overall, the findings and analysis of both questionnaires confirm the general impression held by staff; that is, student library users and the faculty users surveyed are quite satisfied with facilities, services, and staff. No major changes were required, but certain continuing efforts have been given increased attention; such as, the improvement of library atmosphere and the allocation of adequate funds to provide extended hours before exam period. Other findings have potential use for planning purposes. For example, knowing that only 77.8% of the respondents seldom or never use government documents provides the library staff with information that may be used as a basis for planning a new service or a modification of an existing service. Or, observing that a particular faculty had the greatest percentage of respondents who occasionally or never taught classes requiring library use, or had the greatest percentage who felt library instruction was unnecessary -- these observations can lead to further inquiry with the departments of the faculties concerned.

As mentioned in Chapter III, additional assessment efforts are required to evaluate particular aspects of library effectiveness; such as library instruction or specific problems in finding desired material.

As an initial undertaking the library staff are pleased with the process and procedure employed in accomplishing the survey. In addition to the objectives of the survey being met, we found that a positive public relations function was also accomplished. Once the findings were analyzed, an article was prepared and printed in the campus newspaper and the library newsletter to faculty and staff, so that feedback was provided as soon as possible.

There are, however, important cost considerations to be kept in mind for other libraries interested in replicating this survey or doing something similar.

Our calculable costs total $533.85 and include: printing costs ($199.65); supplies ($49.10); and personnel cost of the student survey workers and questionnaire coders ($285.10). Incalculable costs include the librarian's time who headed the

study, the senior student who did the computer processing and a report for course credit and the cost of computer time.* Although no record was kept of the total number of hours that the librarian heading the survey spent on this activity, the time required in planning and implementing the survey to analyzing and interpreting its findings has been considerable. Without the assistance of the senior student, it is certain that we could not have accomplished such a sophisticated data analysis without requiring even a greater quantity of the librarian's time and that of our classroom faculty consultants. To keep costs down, the required expertise must be available on the library staff or made available through the expertise of qualified students or classroom faculty. In any event, student help must be budgeted for both questionnaire distribution and coding.

A final consideration is the time factor. Unless the library staff possess the necessary expertise and can afford to release part of a staff member's time to carry out a survey, then one must plan on anywhere from five to ten months for a comprehensive analysis and interpretation of the findings. While benefitting from outside expertise serves in strengthening the link between the library and the classroom faculty, it often makes it somewhat difficult to exercise control over the scheduling of when things get accomplished.

*Another incalculable cost that was absorbed by the college was the price of the mailing labels.

APPENDIX

DRAKE MEMORIAL LIBRARY
SUNY COLLEGE AT BROCKPORT

STUDENT QUESTIONNAIRE

We would like to find out about your experiences in using Drake Library and what you think about the services we provide. Your cooperation in filling out this anonymous questionnaire will help us evaluate present services and identify areas where improvements could be made in the future.

We appreciate your help,

Head of Public Services Meredith A. Butler

* * * \

IF YOU MARKED "THIS IS MY FIRST TIME" IN QUESTION #1, DO NOT COMPLETE THE FOLLOWING SECTIONS OF THE QUESTIONNAIRE. SKIP TO QUESTION #69 AND COMPLETE ONLY THIS LAST SET OF QUESTIONS.

8 - 21. Listed below are some reasons you might use Drake Library. Since the beginning of this semester, how frequently have you made use of the following:

		1 ALMOST DAILY	2 ABOUT ONCE A WEEK	3 SEVERAL TIMES A MONTH	4 SELDOM	5 NEVER
8.	use material placed on reserve	( )	( )	( )	( )	( )
9.	use magazines, journals or newspapers	( )	( )	( )	( )	( )
10.	study your own books or notes	( )	( )	( )	( )	( )
11.	use reference material (encyclopedias, indexes, bibliographies, etc.)	( )	( )	( )	( )	( )
12.	receive help from librarians	( )	( )	( )	( )	( )
13.	use government documents	( )	( )	( )	( )	( )
14.	meet friends and socialize	( )	( )	( )	( )	( )
15.	use the photocopy machines	( )	( )	( )	( )	( )
16.	use typewriters	( )	( )	( )	( )	( )
17.	use audio-visual materials	( )	( )	( )	( )	( )
18.	check out material for class assignments or research	( )	( )	( )	( )	( )
19.	use interlibrary loan to obtain material not owned by Drake	( )	( )	( )	( )	( )
20.	check out leisure reading material	( )	( )	( )	( )	( )
20a.	attend class	( )	( )	( )	( )	( )
21.	Other. PLEASE SPECIFY _____					

		1 AGREE	2 DISAGREE	3 DON'T KNOW
22.	Please indicate your opinion about the following statement: In my major field of study the professors, in general, encourage students to use the library.	( )	( )	( )

THE NEXT SET OF QUESTIONS CONCERNS INSTRUCTION IN THE USE OF DRAKE LIBRARY AND ITS COLLECTIONS.

23. Since beginning your studies at Brockport, have you had any instruction or guidance (either from library staff or a teacher/advisor) in the use of Drake and its collections?

1 ( ) Yes
2 ( ) No

ANSWER THE NEXT QUESTION ONLY IF YOU MARKED "YES" IN QUESTION #23. OTHERWISE, SKIP THESE QUESTIONS AND GO ON TO QUESTION #31.

24 - 30. We would like to know how you learned to use Drake and how useful you found the library instruction you've had. Please indicate for each of the following types of instruction you've had how useful you found it. If you haven't had one of the following, please mark in the space under column #5.

		1 VERY USEFUL	2 USEFUL	3 SOMEWHAT USEFUL	4 NOT USEFUL	5 HAVE NOT HAD
24.	cassette tape tour	( )	( )	( )	( )	( )
25.	audio/visual presentation about use of library materials	( )	( )	( )	( )	( )
26.	class in which librarian explained library materials	( )	( )	( )	( )	( )
27.	explanation by library staff at service area	( )	( )	( )	( )	( )
28.	library skills course "Humanities 300"	( )	( )	( )	( )	( )
29.	library-prepared workbook/worksheet	( )	( )	( )	( )	( )
30.	assistance from teacher/advisor	( )	( )	( )	( )	( )

THE NEXT SET OF QUESTIONS IS CONCERNED WITH YOUR EXPERIENCE IN LOOKING FOR AND FINDING INFORMATION AND MATERIALS.

31. Which of the following statements best describes your experience in finding what you're looking for in Drake? (MARK ONLY ONE)

1 ( ) I am usually able to find what I am looking for.
2 ( ) I am sometimes able to find what I am looking for.
3 ( ) I am rarely able to find what I am looking for.

ANSWER THE FOLLOWING QUESTION ONLY IF YOU MARKED "SOMETIMES ABLE TO FIND WHAT I'M LOOKING FOR...." OR "RARELY ABLE TO FIND WHAT I'M LOOKING FOR...." IN QUESTION #31. IF YOU MARKED "USUALLY ABLE TO FIND...," THEN SKIP THIS QUESTION AND GO ON TO QUESTION #33.

32. If you answered "sometimes able...." or "rarely able...." in the preceding question, please tell us what problems you've had.

_____

_____

_____

_____

_____

THE NEXT SET OF QUESTIONS IS CONCERNED WITH YOUR USE OF PARTICULAR AREAS, MATERIALS, AND SERVICES IN DRAKE.

33 - 43. Please indicate the degree of difficulty, if any, you have experienced in using the following. However, if you have not used some of the items listed below, please do mark whether or not you are aware of the item. (MARK ONLY ONE RESPONSE PER ITEM)

		1 DIFFICULT	2 SOMEWHAT DIFFICULT	3 NOT DIFFICULT	4 NOT USED BUT AWARE	5 NOT USED AND UNAWARE
33.	card catalog	( )	( )	( )	( )	( )
34.	reference materials (main floor)	( )	( )	( )	( )	( )
35.	government documents (main floor)	( )	( )	( )	( )	( )
36.	reserve materials (main floor)	( )	( )	( )	( )	( )
37.	Special Materials Center (records, typewriters, etc.) (ground floor)	( )	( )	( )	( )	( )
38.	magazines, newspapers, journals (ground floor)	( )	( )	( )	( )	( )
39.	books on top floor	( )	( )	( )	( )	( )
40.	microform materials (main floor)	( )	( )	( )	( )	( )
41.	photocopy machines	( )	( )	( )	( )	( )
42.	circulation printout (computer list of items checked out)	( )	( )	( )	( )	( )
43.	serials printout (computer list of journals/magazines)	( )	( )	( )	( )	( )

44 - 51. Based on your overall experience, how would you evaluate the courtesy of the staff at the following service areas?

		1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	5 CANNOT EVALUATE
44.	reference	( )	( )	( )	( )	( )
45.	circulation desk	( )	( )	( )	( )	( )
46.	reserve desk	( )	( )	( )	( )	( )
47.	Special Materials Center	( )	( )	( )	( )	( )
48.	government documents	( )	( )	( )	( )	( )
49.	current periodicals room (ground floor magazines/newspapers)	( )	( )	( )	( )	( )
50.	Copy Center	( )	( )	( )	( )	( )
51.	interlibrary loan office	( )	( )	( )	( )	( )

52. What do you consider to be a reasonable amount of time to wait for assistance at a service desk in the library? (MARK ONLY ONE)

1 ( ) less than 1 minute
2 ( ) 1 to 2 minutes
3 ( ) 3 - 5 minutes

53 - 58. Have you usually been able to get assistance at the following service desks within your definition of a reasonable amount of time? (MARK ONLY ONE)

		1 YES	2 NO	3 NOT APPLICABLE
53.	reference desk	( )	( )	( )
54.	circulation desk	( )	( )	( )
55.	reserve desk	( )	( )	( )
56.	Special Materials Center desk	( )	( )	( )
57.	current periodicals room desk	( )	( )	( )
58.	Copy Center	( )	( )	( )

THE NEXT SET OF QUESTIONS CONCERNS YOUR OPINIONS ABOUT POTENTIAL IMPROVEMENTS.

59 - 68. Please rate the importance to you of each of the following alternatives for improving library service. If you have no opinion regarding a particular alternative, mark the space under the "No Opinion" column.

		1 VERY IMPORTANT	2 IMPORTANT	3 MODERATELY IMPORTANT	4 NOT IMPORTANT	5 NO OPINION
59.	Increase the library's hours	( )	( )	( )	( )	( )
60.	Provide an additional copier machine, even if cost rises to 10 cents per page	( )	( )	( )	( )	( )
61.	Provide more directional signs	( )	( )	( )	( )	( )
62.	Offer how-to-write term paper workshops	( )	( )	( )	( )	( )
63.	Provide a book return container at a strategic location on campus	( )	( )	( )	( )	( )
64.	Provide an entrance/exit on the ground floor	( )	( )	( )	( )	( )
65.	Make a separate, quiet study area	( )	( )	( )	( )	( )
66.	Provide more leisure reading material	( )	( )	( )	( )	( )
67.	Encourage student involvement in planning for library services	( )	( )	( )	( )	( )

68. Any additional comments or suggestions? _____

(over)

THE LAST SET OF QUESTIONS ARE GENERAL QUESTIONS.

69. Which one of the following categories most closely describes you? (MARK ONLY ONE)

1 ( ) Freshman
2 ( ) Sophomore
3 ( ) Junior
4 ( ) Senior
5 ( ) Graduate student
6 ( ) Other (specify)_____

70. How many credit hours are you taking this semester?

1 ( ) one to six credit hours
2 ( ) seven to eleven credit hours
3 ( ) twelve or more credit hours

71. How long have you been a student at Brockport?

1 ( ) one to two semesters
2 ( ) three to four semesters
3 ( ) more than four semesters

72. Where do you live?

1 ( ) live on campus in dorms
2 ( ) live off campus, but within Brockport/Sweden/Clarkson area
3 ( ) live off campus and commute 5 to 10 miles one way
4 ( ) live off campus and commute more than 10 miles one way

73. Are you employed?

1 ( ) 20 or less hours per week?
2 ( ) 21 to 30 hours per week?
3 ( ) more than 30 hours per week?
4 ( ) I do not work.

74. In the space provided, please write in your major(s) or primary course of study.

_____

75. Please rate this questionnaire

1 ( ) It allows complete expression of my opinion.
2 ( ) It reflects my opinions fairly well.
3 ( ) It doesn't offer enough possible responses.
4 ( ) Other. (PLEASE SPECIFY) _____

* * * \

DRAKE MEMORIAL LIBRARY
SUNY COLLEGE AT BROCKPORT

FACULTY QUESTIONNAIRE

We would like to find out about your experiences in using Drake Library and what you think about the services we provide. Your cooperation in filing out this anonymous questionnaire will help us evaluate present services and identify areas where future improvements could be made. We appreciate your help.

Meredith Butler, *Head of Public Services*

* * * \

8 - 18. Listed below are some reasons you might use Drake Library. Since the beginning of this semester, how frequently have you made use of the following:

		1 ALMOST DAILY	2 SEVERAL TIMES A WEEK	3 ABOUT ONCE A WEEK	4 SEVERAL TIMES A MONTH	5 SELDOM	6 NEVER
8.	use magazines, journals or newspapers	( )	( )	( )	( )	( )	( )
9.	study your own books or notes	( )	( )	( )	( )	( )	( )
10.	use reference material (encyclopedias, indexes, bibliographies, etc.)	( )	( )	( )	( )	( )	( )
11.	receive help from librarians	( )	( )	( )	( )	( )	( )
12.	use government documents	( )	( )	( )	( )	( )	( )
13.	use the photocopy machines	( )	( )	( )	( )	( )	( )
14.	use audio-visual materials	( )	( )	( )	( )	( )	( )
15.	check out material for courses/research	( )	( )	( )	( )	( )	( )
16.	use interlibrary loan to obtain material not owned by Drake	( )	( )	( )	( )	( )	( )
17.	check out leisure reading material	( )	( )	( )	( )	( )	( )
18.	Other. PLEASE SPECIFY _____						

19 - 29. Please indicate if you have ever experienced problems in using the following resources by marking "Yes" or "No" for each item. If you have not had enough occasion to use an item, mark in column 3 "No Opinion." (You will be asked in question #30 - 40 to specify the problem.)

		1 Yes	2 No	3 No Opinion
19.	card catalog	( )	( )	( )
20.	reference materials (main floor)	( )	( )	( )
21.	government documents (main floor)	( )	( )	( )
22.	Special Materials Center (ground floor) (media, juvenile literature, etc.)	( )	( )	( )
23.	magazines, newspapers, journals (ground floor)	( )	( )	( )
24.	books on top floor	( )	( )	( )
25.	microform materials (main floor)	( )	( )	( )
26.	circulation printout (computer list of books checked out)	( )	( )	( )
27.	serials printout (computer list of journals)	( )	( )	( )
28.	interlibrary loan	( )	( )	( )
29.	Other _____			

30 - 40. For those items in question #19 - #29 that you marked "Yes," please specify the problems or difficulties. If you did not mark "Yes" for any of the items, skip to question #41.

30. card catalog _____
31. reference materials _____
32. government documents _____
33. Special Materials Center _____
34. magazines, newspapers, journals _____
35. books on top floor _____
36. microform materials _____
37. circulation printout _____
38. serials printout _____
39. interlibrary loan _____
40. Other _____

41 - 48. Based on your overall experience, what is your opinion of the courtesy of the staff at the following service areas?

		1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	5 NO OPINION
41.	reference	( )	( )	( )	( )	( )
42.	circulation desk	( )	( )	( )	( )	( )
43.	reserve desk	( )	( )	( )	( )	( )
44.	Special Materials Center	( )	( )	( )	( )	( )
45.	government documents	( )	( )	( )	( )	( )
46.	current periodicals room (ground floor magazines/ newspapers)	( )	( )	( )	( )	( )
47.	Copy Center	( )	( )	( )	( )	( )
48.	interlibrary loan office	( )	( )	( )	( )	( )

49. What do you consider to be a reasonable amount of time to wait for assistance at a service desk in the library? (MARK ONLY ONE)

1 ( ) less than 1 minute
2 ( ) 1 to 2 minutes
3 ( ) 3 - 5 minutes

50 - 56. Have you usually been able to get assistance at the following service desks within your definition of a reasonable amount of time? (MARK ONLY ONE)

		1 YES	2 NO	3 NOT APPLICABLE
50.	reference desk	( )	( )	( )
51.	circulation desk	( )	( )	( )
52.	reserve desk	( )	( )	( )
53.	Special Materials Center desk	( )	( )	( )
54.	current periodicals room desk	( )	( )	( )
55.	Copy Center	( )	( )	( )
56.	government documents desk	( )	( )	( )

THE NEXT SET OF QUESTIONS IS CONCERNED WITH THE AVAILABILITY OF MATERIALS.

57. Which of the following statements best describes your experience in finding materials available in Drake? (MARK ONLY ONE)

1 ( ) I can always find available in Drake the materials I need.

2 ( ) I can usually find available in Drake the materials I need.

3 ( ) I can sometimes find available in Drake the materials I need.

4 ( ) I can rarely find available in Drake the materials I need.

ANSWER THE FOLLOWING QUESTION ONLY IF YOU MARKED "CAN SOMETIMES FIND AVAILABLE" OR "CAN RARELY FIND AVAILABLE" IN QUESTION #57. IF YOU MARKED "CAN USUALLY FIND" OR "CAN ALWAYS FIND" THEN SKIP THIS QUESTION AND GO ON TO QUESTION #59.

58. If you answered "can sometimes find" or "can rarely find" in the preceding question, please tell us what problems you've had.

_____

_____

59. Any comments or suggestions you'd like to make regarding library services or facilities?

_____

_____

_____

IF YOU ARE NON-TEACHING PROFESSIONAL STAFF, SKIP THE NEXT SET OF QUESTIONS AND GO ON TO QUESTION #68. IF YOU ARE TEACHING FACULTY, CONTINUE WITH THE NEXT QUESTION.

THE NEXT SET OF QUESTIONS CONCERNS YOUR OPINIONS ABOUT STUDENT LIBRARY USE AND INSTRUCTION.

60. In my department/program the faculty, in general, encourage students to use the library.

1	2	3
AGREE	DISAGREE	NO OPINION
( )	( )	( )

61. To what extent do you teach courses which require students to use the library?

1	2	3
Regularly (every semester)	Occasionally (once a year or less often)	Never
( )	( )	( )

62 - 67. If you teach any courses which require students to make little or no use of the library resources, please indicate the reasons below. OTHERWISE, SKIP TO QUESTION #68.

	1 Yes	2 No
62. course content is covered adequately in texts, labs, and lectures	( )	( )
63. too many students	( )	( )
64. library resources are inadequate	( )	( )
65. library work is inappropriate at this curricular level	( )	( )
66. students lack adequate library skills	( )	( )

67. Other. PLEASE SPECIFY _____

68. Please indicate your opinion about the following statement:

Teaching students how to use the library is a necessary part of their learning experience.

1	2	3
AGREE	DISAGREE	NO OPINION
( )	( )	( )

IF YOU MARKED "DISAGREE" IN QUESTION #68, SKIP TO QUESTION #73.

69 - 72. Since there are several ways of accomplishing library instruction, please mark below how you feel students should gain instruction and from whom? If you feel a particular form of instruction is not necessary or you have no opinion regarding it, mark in the appropriate column under #4 or #5. (MARK ONLY ONE RESPONSE PER QUESTION)

		1 Librarian	2 Teaching Faculty	3 Collaboration Librarian/Faculty	4 Not Necessary	5 No Opinion
69.	single session, class or assignment related instruction	( )	( )	( )	( )	( )
70.	credit course on basic library research skills (e.g., card catalog, periodical indexes, search strategy, etc.)	( )	( )	( )	( )	( )
71.	section on basic library skills as part of a research or methods class	( )	( )	( )	( )	( )

72. Other. PLEASE SPECIFY _____

_____

THE FOLLOWING ARE GENERAL QUESTIONS.

73. Please indicate your position with the College.

1 ( ) part-time teaching faculty

2 ( ) full-time teaching faculty

3 ( ) non-teaching professional staff

4 ( ) Other. PLEASE SPECIFY _____

74. How long have you been employed at Brockport?

1 ( ) less than a year

2 ( ) one to two years

3 ( ) more than two years

75. In the space provided, please write in your department, program, or office.

_____

* * * \

Table 1

Relationship of Majors in Sample to Total Declared Majors

Major	% & # Declared Major in College	% & # Using Lib. Week of Survey	% Difference
African & Afro American Studies	0.14(4)	0	-0.14
Anthropology	0.07(2)	0.40(2)	0.33
Art	2.57(75)	2.62(13)	-0.08
Biology	6.00(175)	5.86(29)	-0.14
Business	8.80(257)	17.37(86)	8.57
Chemistry	0.89(26)	1.01(5)	0.12
Computer Science	4.49(131)	1.62(8)	-2.87
Criminal Justice	2.47(72)	6.06(30)	3.59
Dance	3.05(89)	1.01(5)	-2.04
Earth Science	1.30(38)	0.20(1)	-1.10
Economics	0.92(27)	1.01(5)	.09
English	4.56(133)	3.64(18)	-0.92
French	0.38(11)	0.61(3)	0.23
Geography	0.89(26)	0.40(2)	-0.49
German	-------	------	----
Health Science	5.79(169)	3.03(15)	-2.76
History	2.64(77)	2.83(14)	0.19
Math	2.33(68)	1.41(7)	-0.92
Nursing	1.40(41)	4.85(24)	3.45
Philosophy	0.45(13)	------	-0.45
Physics - Astronomy	0.45(13)	0.20(1)	-0.25
Political Science	4.86(142)	7.47(37)	2.61
Psychology	6.17(180)	7.47(37)	1.31
Recreation	8.60(251)	7.88(39)	-0.72
Physical Ed	16.1(469)	10.3(51)	-5.8
Sociology	2.47(72)	1.82(9)	-0.66
Social Work	2.60(76)	4.44(22)	1.84
Spanish	0.72(21)	0.20(1)	-0.52
Speech	6.78(198)	5.05(25)	-1.28
Theatre	2.16(63)	1.21(6)	-0.95
Totals	100% (2919)	100% (495)	

TABLE 2
Frequency of Use by Facility/Service

Questions 8-21

Since the beginning of the semester, how frequently have you made use of the following?

Col. #1 Service/facility	#2 Total Valid Cases	#3 % Marked Almost Daily	#4 % Marked About once A Week	#5 % Marked Several X A Month	#6 Total % For Columns #3 - #5	#7 % Marked Seldom	#8 % Marked Never
Use Reserve material	569	7.2%	25.5%	20.9%	53.6%	22.7%	23.7%
Magazines, journals newspapers	573	8.2	20.4	23.2	51.8	30.9	17.3
Study own books or notes	579	45.4	22.5	13.8	81.7	11.1	7.3
Use reference material (encyclopedia, indexes, bibliographies, etc.)	570	10.7	26.1	30.5	67.4	23.5	9.1
Receive help from librarians	568	2.6	10.4	20.2	33.3	46.8	19.9
Use Gov't Docs.	572	1.0	5.8	10.8	17.7	27.3	55.1
Meet friends and socialize	564	8.7	8.3	11.9	28.9	33.2	37.9
Use the photo-copy machines	571	3.9	17.0	28.0	48.9	27.3	23.8
Use typewriters	570	1.2	6.5	12.5	20.2	21.6	58.2
Use audio/visual materials	566	1.8	4.8	14.7	21.2	33.4	45.4
Check out material for class assignments or research	572	6.8	19.4	30.8	57.0	25.3	17.7
Use Interlibrary Loan	567	0.2	1.1	2.6	3.9	16.2	79.9
Check out leisure reading matl.	571	1.9	6.8	14.0	22.8	30.1	47.1
Attend Class	508	13.8	8.9	4.7	27.4	9.4	63.2

Table 3

Library Facility Use by One's Place of Residence

Facility Use	Residence		
	On Campus	Off Campus (Brockport)	Off Campus Greater than 5 miles
Low	36.1%	26.6%	31.2%
Medium	31.8	25.5	32.5
High	32.1	47.8	36.4
Totals	100%	100%	100%
	(277)	(184)	(77)

Chi Square = 11.99 with 4 df

Significance $<.05$

Table 4

Library Facility Use by Students' Year in School

Facility Use	Status					
	Freshman	Sophomore	Junior	Senior	Graduate	Other
Low	46.8%	43.2%	30.0%	23.8%	2.9%	36.4%
Medium	31.9	27.4%	31.9	23.8	38.2	45.5
High	21.3	29.5	38.1	52.4	58.8	18.2
Totals	100% (94)	100% (95)	100% (160)	100% (143)	100% (34)	100% (11)

Chi Square = 47.80 with 10 degrees of freedom.

Significance < .05

Gamma .30

Table 5

Library Facility Use by Academic Major

Facility Use	Major					
	Physical Science	Social Sciences	Humanities	Performing Arts	Physical Education	Social Professions
Low	32.6%	20.7%	31.1%	54.2%	34.6%	33.6%
Medium	30.3	20.7	33.3	25.0	32.7	30.9
High	37.1	58.6	35.6	20.8	32.7	35.4
Totals	100% (89)	100% (58)	100% (45)	100% (24)	100% (52)	100% (223)

Chi Square = 17.63 with 10 degrees of freedom

Significance > .05

TABLE 6

Awareness of and Degree of Difficulty Using Facilities/Services

Questions 33-43 Please indicate the degree of difficulty, if any, you have experienced in using the following. However, if you have not used some of the items listed below, please do mark whether or not you are aware of the item.

Facility/ Service	No. of Valid Cases	% Marking "Somewhat Difficulty" or "Difficult"	% Marking "Not Difficult"	% Aware of But Hadn't Used	% Unaware of
Card Catalog	584	8.7%	86.9%	4.8%	.5%
Reference Materials	579	25.0	62.9	10.0	2.1
Gov't Documents	572	27.3	15.6	32.7	24.5
Reserve Materials	569	6.3	74.0	14.2	5.4
Special Materials Center	577	3.8	57.4	24.8	14.0
Magazines, journals, newspapers	581	11.7	68.0	13.3	7.1
Books on top floor	580	11.7	74.1	8.3	5.9
Microform materials	578	21.5	38.1	24.2	16.3
Photocopy machines	577	4.2	70.9	16.5	8.5
Circulation Printout	573	7.5	39.8	17.3	35.4
Serials Printout	574	10.6	37.1	17.6	34.7

Table 7

Amount of Difficulty by Students Year in School

Status	Little or None	Some
Freshmen	17.4%	18.7%
Sophomore	15.7	19.7
Junior	30.4	29.8
Senior	29.0	26.8
Graduate	7.5	5.1
Totals	100% (362)	100% (198)

Chi Square = 2.65 with 4 degrees of freedom

Significance > .05

Table 8

Amount of Difficulty by Students Academic Major

Major	Difficulty	
	Little or None	Some
Physical Sciences	62.2%	37.8%
Social Sciences	68.3	31.7
Humanities	65.3	34.7
Performing Arts	68.0	32.0
Physical Education	68.4	31.6
Social Professions	63.4	36.6
Total	64.8% (338)	35.2% (184)

Chi Square = 1.23 with 5 df

Significance $>$ .05

TABLE 9

Rating of Types of Instruction Used

Questions 24-30 We would like to know how you learned to use Drake and how useful you found the library instruction you've had.

Type of Instruction	# of Valid Cases	Number Who've Had	% Who've Had	% Ranked "Very Useful" or "Useful"	% Ranked "Somewhat Useful"	% Ranked "Not Useful"
Cassette tour	411	176	42.8%	63.1%	30.0%	6.9%
A/V Presentation	409	113	27.6	61.1	33.6	5.3
Class in which librarian explained use of materials	414	226	54.6	74.8	23.9	1.3
Explanation by library staff at service area	412	256	62.1	77.0	21.5	1.6
Library Skills Course Humanities 300/500	405	33	8.2	57.6	33.3	3.1
Library prepared Workbook/Worksheet	408	136	33.3	57.4	38.2	4.4
Assistance from teacher/advisor	415	267	64.3	66.3	32.6	1.1

TABLE 10A

Getting Assistance Within A Reasonable Amount of Time

Questions 53-58 Have you usually been able to get assistance at the following service desks within your definition of a reasonable amount of time?

Service Desk	# of Valid Cases	% "Yes" **	% "No"	% Marked "Not Applicable"
Reference Desk	579 (459)*	72.4 (84.7)	13.1 (16.3	14.5
Circulation Desk	575 (494)	82.4 (96.0)	3.5 (4.0)	14.1
Reserve Desk	577 (478)	75.0 (90.6)	7.8 (9.4)	17.2
SMC	569 (325)	54.0 (94.5)	3.2 (5.5)	49.2
Current Periodicals room/ desk	573 (374)	57.8 (88.5)	7.5 (11.5)	34.7
Copy Center	569 (371)	54.5 (83.6)	10.7 (16.4)	34.8

TABLE 10B

Courtesy of Staff

Questions 59-68 Based on your overall experience, how would you evaluate the courtesy of the staff at the following service areas?

Service Area	# of Valid Cases	% Marked "Excellent" or "Good"	% Marked "Fair" or "Poor"	% Marked "Cannot Evaluate"
Reference	586 (510)*	78.7% (90.4)**	8.4% (9.6)	13.0
Circulation Desk	585 (527)	77.1 (85.6)	13.0 (14.4)	9.9
Reserve Desk	582 (509)	73.1 (83.5)	14.4 (16.5)	12.5
SMC	578 (371)	54.8 (85.4)	9.3 (14.6)	35.8
Gov't. Docs.	580 (251)	34.7 (80.1)	8.6 (20.0)	56.7
Current Periodicals Room	583 (417)	57.5 (80.3)	14.1 (19.7)	28.5
Copy Center	582 (396)	57.9 (85.1)	10.2 (14.9)	32.0
Interlibrary Loan	581 (152)	20.5 (78.3)	5.7 (21.7)	73.8

*The numbers in parentheses are the number of valid cases minus the number who marked "not applicable".

**The percentages reflect calculations based only on those respondents who mar "yes" or "no" --i.e., only those who have had experience waiting for and obtaining assistance.

TABLE 11

Opinions About Potential Improvements

Questions 59-68 Please rate the importance to you of each of the following alternatives for improving library service.

Alternative	# of Valid Cases	% Marked "Very Important"	% Marked "Important	Total of Col. 2 & 3	% Marked "Moderately Important"	% Marked "Not Important"	% Marked "No Opinion"
Increase the library's hours	582	51.4	25.4	76.8	13.1	5.5	4.6
Provide additional photocopier, even if cost rises to 10¢ pg.	578	12.5	14.7	27.2	22.1	39.4	11.2
Provide more directional signs	581	11.0	21.3	32.4	32.4	27.5	7.7
Offer term paper wkshop	581	22.0	34.8	56.8	28.9	8.3	6.0
Provide book return at a strategic location on campus	582	22.5	29.9	52.4	23.0	18.9	5.7
Provide entrance/exit on ground floor	575	23.0	21.4	44.3	21.4	29.4	4.9
Make separate quiet study area	575	41.6	25.6	67.1	16.7	12.2	4.0
Provide more leisure reading material	578	11.6	25.4	37.0	29.4	20.8	12.8
Encourage student involvement in planning for library services	576	18.1	34.0	52.1	25.9	9.7	12.3

TABLE 12

Frequency of Use by Specific Services/Facilities

Questions 8-18 Since the beginning of the semester, how frequently have you made use of the following?

Column #1 service/facility	#2 total valid cases	#3 % marked almost daily	#4 % several times a week	#5 % about once a week	#6 % several times a month	#7 total % #3 - 6	#8 % seldom	#9 % never
use periodicals	158	1.3	8.3	19.7	35.7	65.0	26.1	8.9
study own books/notes	143	4.2	3.5	2.1	5.6	15.5	18.3	66.2
use reference materials	161	.6	8.7	16.9	36.2	62.5	30.6	6.9
get help from librarians	153	.7	2.0	9.9	23.0	35.5	52.0	12.5
use government documents	145	0	2.1	6.3	13.9	22.2	39.6	38.2
use photocopiers	157	1.3	7.7	12.8	21.2	42.9	23.7	33.3
use A/V materials	147	0	2.7	4.8	11.0	18.5	33.6	47.9
check out materials for courses/research	161	.6	11.9	18.1	38.7	69.4	25.6	5.0
use Interlibrary Loan	153	.7	4.6	2.0	17.1	24.3	38.8	36.8
check out leisure reading materials	148	0	2.0	4.8	12.2	19.0	36.1	44.9

Difficulty Using Specific Services/Facilities

Questions 19-39 Have you ever experienced problems in using the following resources? If you haven't had enough occasion to use an item, mark "No opinion."

Facility/Service	# of valid cases	% marked Yes	% marked No	% marked NO OPINION	Problems identified* (write-in)
card catalog	163	6.2	93.2	.6	delay of books ordered; books on shelves before cards in card catalog; cards out of order; need catalog on top floor; some items not cross-referenced.
reference materials	162	9.9	85.1	5.0	reference material not available - 5 finding location of reference material - 8 some items should be in reference are not.
government documents	161	11.9	51.2	36.9	hard to search or find - 10 things misplaced in N.Y. State documents
Special Materials Center	161	4.4	53.7	41.9	materials for use in library only lack of help hard to find things - 2
Periodicals	161	11.2	80.6	8.1	student workers lack authority to circulate periodicals to faculty; hard to locate - 5; missing pages - 4; clerks not knowledgeable; out to bindery-2; don't like new journals kept behind counter - 2.
books on top floor	159	10.1	84.8	5.1	books missing - 3 incorrect shelving - 7
microfilm materials	160	8.2	51.6	40.3	non-functioning machines - 3 illegible - 2
circulation printout	160	4.4	67.3	28.3	people who have materials could not be located; not accurate - 2
serials printout	161	5.6	67.5	26.9	difficult to use because of arrangement - 3
Interlibrary loan	151	4.0	62.7	33.3	takes too long - 3; excessive charge; could not get material

*"problems" without a number following them indicate that only one respondent identified the situation as a problem.

TABLE 14

Getting Assistance Within A Reasonable Amount Of Time

Questions 50-56 Have you usually been able to get assistance at the following ser desks within your definition of a reasonable amount of time?

service desk	# of valid cases	% YES	% NO	% marked NOT APPLICABLE
reference desk	163	85.9 (93.3)*	6.1 (6.7)*	8.0
circulation desk	162	92.0 (94.9)	4.9 (5.1)	3.1
reserve desk	161	78.9 (94.1)	5.0 (5.9)	16.1
SMC	160	55.6 (96.7)	1.9 (3.3)	42.5
current periodicals room	158	70.9 (90.3)	7.6 (9.7)	21.5
Copy Center	158	58.2 (83.6)	11.4 (16.4)	30.4
government documents desk	154	47.4 (90.1)	5.2 (9.9)	47.4

TABLE 15

Courtesy of Staff

Questions 41-48 Based on your overall experience, how would you evaluate the courte of the staff at the follcwing areas?

Service area	# of valid cases	% marked "Excellent" or"good"	% marked "Fair" or "Poor"	% "N
reference	162	93.2 (97.4)*	2.5 (2.5)*	
circulation desk	162	88.3 (89.3)	10.5 (10.7)	
reserve desk	161	75.8 (89.7)	8.7 (10.3)	
SMC	160	59.4 (96.9)	1.9 (3.1)	
government documents	158	53.8 (96.6)	1.9 (3.4)	
current periodicals	161	72.0 (89.2)	8.3 (10.8)	
copy center	159	62.9 (89.2)	7.6 (10.8)	
interlibrary loan	161	61.5 (95.7)	3.1 (4.8)	

*Percentages in parentheses reflect the % of total respondents who actually expres

TABLE 16

Library Instruction

Questions 69-72 How do you think students should gain instruction and from whom?

Type of Instruction	valid cases	% marked librarian	% marked teaching/fac.	collaboration libr./fac	% not necessary	% marked no opinic
single session, course related instruction	145	36.8	11.7	41.4	4.1	6.2
credit course on basic library skills (card catalog, periodical indexes)	140	33.6	3.6	22.1	32.1	8.6
section on basic library skills as part of research or methods class	145	18.6	11.7	59.3	4.8	5.5

Other (write-in): - tape tour should be part of freshman orientation - 2
- informal method is best - 1
- skills should be learned in context of classes - 2
- students should have library skills before entering college - 1
- students should teach themselves - 1
- should be part of a liberal arts or general education course - 8
- all students should be required to take basic library course - 1